

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	2.1 Engage in daily exploration to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.
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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.	3.2 Select the most important information, revise ideas, and record and communicate findings.

Standard 4: Synthesize information to share learning and/or take action.

4.1 With guidance and support, discover relationships and patterns during the inquiry process.	4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	4.1 Interpret relationships and patterns discovered during the inquiry process.
4.2 With guidance and support, use tools to communicate findings.	4.2 Determine appropriate tools to communicate findings.	4.2 Use appropriate tools to communicate findings and/or take informed action.
4.3 With guidance and support, reflect on findings.	4.3 Reflect on findings and take action.	4.3 Reflect on findings and pose new questions for further inquiry.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

5.1 With guidance and support, recognize the value of individual and collective thinking.	5.1 Recognize the value of individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 With guidance and support monitor and assess learning to guide inquiry	5.2 Monitor and assess learning to guide inquiry.	5.2 Monitor and assess learning to guide inquiry.
<i>This indicator does not begin until Grade 1.</i>	5.3 Articulate the thinking process.	5.3 Articulate the process of learning and seek appropriate help.